Patterson High School

Teacher: Megan Nichols Lesson Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Subject: Government Unit Title: Civil Rights & Civil Liberties

|  |  |  |  |
| --- | --- | --- | --- |
| **CLGs/SC Assessment Limits/Standards:** *(What are the skills being taught?)*  1.2.1: Analyze the impact of landmark Supreme Court decisions on governmental powers, rights, and responsibilities of citizens in our changing society  **Common Core: RH**4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. | | **Agenda:**  **Do-Now**  **Review do-now**  **“dramatic” reading and highlighting**  **Brainstorm and tagxedo 1**  **Supreme court simulation**  **Tagxedo 2**  **closing** | |
| **Lesson Objective:** *(What will my students KNOW by the end of the lesson? What will they DO to learn it?)*  **Students will be able to:**   * **analyze the flexibility of the 8th amendment by engaging in a dramatic reading, creating a tagxedo representation of cruel and unusual punishment, completing a Supreme Court simulation and creating a tagxedo representation of the 8th amendment.** | | | |
| TIME | INSTRUCTIONAL SEQUENCE | |  |
| 5 mins | **Get started/Drill/Do Now:** *(What meaningful activity will students complete as soon as they enter the classroom?)*  Students will respond to prompt posted on the board:  A male is found guilty of raping a 72 year old woman. You are the judge. What is an appropriate punishment for this crime? | |  |
| 5 mins | **Engage/Motivation:** (*How will student interest be sparked? Is there prior knowledge that should be tapped? Is there vocabulary that must be cleared? Is there brainstorming that student need to complete before the lesson begins?)*  Teacher will ask for student responses and then pose the following question:  A male is found guilty of raping a 72 year old woman. You are the judge. What is an appropriate punishment for this crime? | |  |
| 10 mins | **Explore/Explain:** *(Explicit teaching/”I do”/modeling/teacher led.)*  Teacher will transition and post the term “cruel and unusual punishment” and ask students to identify which amendment protects citizens from cruel and unusual punishment. (the 8th).  Teacher will explain the purpose of an op ed as well as a dramatic reading. Teacher will model a dramatic reading from the first few paragraphs of the article and ask students to highlight terms that create images of cruel and unusual punishment. Teacher will ask for other dramatic readers as class reads NYT op-ed article, “**Cruel and Unusual History” By GILBERT KING** | |  |
| 12 mins | **Practice as Class:** (”We do”/guided practice/teacher involved.)  Students will then help teacher list words and images that come to mind, from the article or from other background knowledge,  to fill a blank tagxedo with words and images that make up what comes to mind when they think of cruel and unusual punishment. Teacher will record words and then model for students how to complete the “cruel and unusual punishment” tagxedo.” Students will use markers, colored pencils, etc. to create their work. | |  |
| 25 mins | **Practice as Pairs/Groups:** *(“You do”/teacher monitors and facilitates.)*  Teacher will explain that students are now members of the Supreme Court. Students will receive one envelope with each court case reading and a graphic organizer. Students will work in groups to determine what should be done in response to each case and will work collaboratively to answer each question. When students have finished one case, they can see the instructor or pick up the next case at the front of the room (this is to encourage collaboration and a focus on each individual case as opposed to students breaking up the work).  Share out upon completion; teacher will reveal what the court actually responded after recording student responses in a model of the table posted on the board. | |  |
| 10 | **Practice Alone**: *(“You do”/teacher monitors and facilitates.)*  Tagxedo of the 8th amendment. Teacher will instruct students to complete a tagxedo that represents how the 8th has been interpreted over time. | |  |
| \* | **Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective?)*  Collect all work from groups and individuals. Tagxedos will be scored on amount of filled space and relation of words to the amendment (see rubric in PP slides) | |  |
| 7 | **Closing Activities/Summary:** *(How will I tie up loose ends, reinforce the objective and connect the lesson to the unit?)*  Explain homework.  Student lead ball toss-why does this matter? | |  |
|  | **Enrichment/Extension/Reteaching/Accommodations:** *(How will my lesson satisfy the needs of all learners?)*  Homework: Reading + questions on Afghan rape victim. | |  |

|  |
| --- |
| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)* |
| **Notes:** |

# Post-Lesson

|  |
| --- |
| **Reflection:** |
| **Next Steps:** |